

ORLEANS PARISH SCHOOL BOARD

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February 7, 2019

Doug Evans, CEO
Darren Mire, Board Chairman
James M. Singleton Charter School
2220 Oretha Castle Haley Blvd.
New Orleans, Louisiana 70113

Re: Notice of Non-Compliance, Level 2: Special Education (SPED)

Dear Mr. Evans and Mr. Mire:

I am writing to inform you that James M. Singleton Charter School (Singleton) is receiving this Notice of Non-Compliance, Level 2: Special Education because Singleton was found to be in non-compliance with its legal obligations regarding supporting students with disabilities, per the Individuals with Disabilities Education Act (IDEA) Part B, as identified in the Charter Operating Agreement.

On January 14, 2019, the Office of Equity and Accountability received a parent concern regarding a student not receiving their related services per the student's Individualized Education Program (IEP). As part of the procedure for investigating such concerns, the Director of School Performance conducted an on-site review of the specified student's special education file, including the related service logs and service minutes. This review confirmed the parent's concern. This finding prompted an in-depth review of other special education students' files. Based upon our on-site student records review on January 22, 2019 at Singleton, observations showed patterns of systematic and student-specific non-compliance as it pertains to the delivery of special education services, including not providing appropriate services under students' IEPs, both a violation of federal and state law. Evidence shows ongoing concern in the area of related service provisions.

To address this non-compliance concern, Singleton will need to successfully complete the following:

1. Show evidence no later than February 28, 2019 that Singleton has invested in services to provide ongoing learning and professional development and technical assistance to school staff in IEP writing, SER, and provisions of services. Guidance on the following should include, but not limited to:
 - a. Identification/ Evaluation
 - i. Ensure that all Triennial Re-evaluations are conducted within required timelines under Louisiana Bulletin 1508
 - ii. Documented evidence that communications according to timelines specified by local, state, and federal policy are shared with parent/ guardians (e.g., progress reports, grades)
 - b. Service Provision
 - i. Provide services in accordance with students' IEPs
 - ii. Students with disabilities participate in State assessments that are appropriate for their individual needs as determined by their IEP
2. Singleton will be subject to, at a minimum, monthly monitoring from a mutually agreed upon third-party monitor to assess special education compliance starting no later than February 28, 2019 and concluding May 20, 2019.
3. Singleton shall pay all costs associated with the mutually agreed upon third-party monitor.
4. The third-party monitor shall provide monthly reports to OPSB's Office of Equity and Accountability and the Board President of James Singleton Charter School regarding its assessment of the school's performance against the protocol criteria within the appendix, along with an overall assessment of the school's performance at the conclusion of the oversight time period.
5. Exiting the level 2 non-compliance and returning to good standing with regards to special education obligations will be contingent on the consistent compliance (at least 95% compliance), per the monitor's monthly reports, along with an overall assessment provided at the conclusion of the oversight period.

We look forward to your cooperation and compliance by the timelines outlined in this correspondence. Failure to meet these expectations by the dates indicated may result in escalated consequences, including but not limited to reduction in charter term upon renewal, or revocation of your charter contract with OPSB. We appreciate your prompt attention to this matter. Please contact Gayla Robbins Mair at gmair@opsb.us with any questions that you may have regarding this letter.

Yours in Education,

A handwritten signature in blue ink that reads "Kelli R. Peterson".

Kelli R. Peterson, Ed.D.
Senior Equity and Accountability Officer

Appendix: Summary of Concerns, LDOE & SPLC Monitoring Protocol, Notice of Non-Compliance, Level 1: Special Education
cc: Dr. Henderson Lewis Jr., OPSB Superintendent



School:	James Singleton Charter School	OPSB Representative:	Gayla Robbins Mair
Date:	1-22-2019	School Representative:	Tia Robertson

Special Education Compliance Policy	Acceptable Documentation (to be provided by LEA)	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	7/14 files in compliance
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	11/14 files in compliance; 3/14 files not in compliance
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	10/14 files in compliance; 4/14 files not in compliance
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	6/14 files in compliance ; 8/14 files not in compliance
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	2/14 files in compliance; 12/14 files are not in compliance.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing	5/14 files in compliance; 9/14 files are not in compliance



School:	James Singleton Charter School	OPSB Representative:	Gayla Robbins Mair
Date:	January 22, 2019	School Representative:	

Student A: [REDACTED]		Exceptionality: Speech	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	

Student B: [REDACTED] 07		Exceptionality: SLD	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Observed less SPED minutes being provided than what is stated in IEP.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	



Student C: [REDACTED]		Exceptionality: MID	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Amended IEP and previous IEP are without signatures. IEP amended two months after consent to amend.
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Student D: [REDACTED] [REDACTED]		Exceptionality: MID/ OT	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	IEP is still in draft form. There is a request for an amendment on 9/27/18 but a copy of the amendment is not present.
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	OT logs incorrectly states exceptionality (OHI is indicated).
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	SPED and OT logs not observed.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Current progress report not present due to vacancy.



Student E: [REDACTED]		Exceptionality: OHI/ SLD	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Missing social worker signature.
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Social worker logs not present/observed. Student is receiving more SPED minutes than indicated on IEP.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Student was present only 10 days in previous quarter.
Student F: [REDACTED]		Exceptionality: Developmental Delay	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Evaluation Date	Evaluation or waiver dated within 3 years	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Needs re-evaluation
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No evaluation was present for determination.
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Missing SPED, Speech, and SW logs
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	



School:	James Singleton Charter School	OPSB Representative:	Dr. Kelli Jordan
Date:	1/22/19	School Representative:	

Student A	DOB: [REDACTED]	Exceptionality:	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Initial IEP only
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Current IEP not available to determine
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Social goal only Q2

Student B	DOB: [REDACTED]	Exceptionality:	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Signed amendment notice with no amendment (9.26.18)
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Missing signatures without names on excusal
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Three weeks documented with minutes for SPED; Speech logs show Sept. – Oct. only; No OT logs present.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Q1 only



Student C: [REDACTED]	DOB: [REDACTED]	Exceptionality:		
Folder Contents	Details	Status at Review	Notes	
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	(9/27/18) Amended IEP not present	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Three signatures missing and not on excusal	
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Dropped: 11/30/19; Re-entry: 1/14/19 OT: observed logs from 10/15/18 – 11/12/18 SPED: observed logs up until 10/16/18	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Q1 only	
Student D: [REDACTED]	DOB: [REDACTED]	Exceptionality:		
Folder Contents	Details	Status at Review	Notes	
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
Evaluation Date	Evaluation or waiver dated within 3 years	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Matches 2018 IEP	
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	2017 IEP not available to check Q1-Q2 minutes or providers; 230 SPED minutes logged since Aug. Unsure of current related service providers because IEP is not in folder.	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input checked="" type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No communication progress report for Q1 or Q2	



School:	James Singleton Charter School	OPSB Representative:	Holly Paczak
Date:	1/22/19	School Representative:	

Student A: [REDACTED]	DOB: [REDACTED]	Exceptionality: OHI	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	4/30/18 Requested for amendment on 9/27/19, but no updated copy
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Primary- yes; SW listed on program services
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	4/30/18 – no signatures
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No FBA & BIP – behavior concern specified SPED: pull-out for Aug 20-Sept. 14; push-in Sept. 17 – Sept. 28; No SPED logs after Sept. 28th
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No Q2

Student B: [REDACTED]	DOB: [REDACTED]	Exceptionality:	
Folder Contents	Details	Status at Review	Notes
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Previous IEP has DD, SLP, counseling with date of 11/2/17
Evaluation Date	Evaluation or waiver dated within 3 years	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No current evaluation in file. Student is 10yrs old and should have evaluation for age out.
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No evaluation present. Student has aged out of DD. No updated IEP.
IEP Signatures	IEP is signed by all Required Parties	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No current IEP. No signatures on previous IEP
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Speech: no Q2 logs; SPED: no logs after 10/16; No counseling logs.
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Q1 only, no Q2.



Student C: [REDACTED]	DOB: [REDACTED]	Exceptionality: DD & SLP		
Folder Contents	Details	Status at Review	Notes	
IEP Date	IEP dated within one calendar year	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Missing SLP from Nov.	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other		
Student D: [REDACTED]	DOB:	Exceptionality: ID-Mild		
Folder Contents	Details	Status at Review	Notes	
IEP Date	IEP dated within one calendar year	<input type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input checked="" type="checkbox"/> Other	Dated 5/23/18; amendment consent waiving meeting on 10/1/18 present; No amended IEP present in file.	
Evaluation Date	Evaluation or waiver dated within 3 years	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
IEP Compliance with Evaluation	Student exceptionality on IEP aligns with evaluation	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	Matches 2018 IEP	
IEP Signatures	IEP is signed by all Required Parties	<input checked="" type="checkbox"/> In Compliance <input type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other		
Service Minutes Provided	Evidence of service minutes provided in accordance with current IEP for previous and current semester (or since IEP creation/date)	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	SPED logs present only from Aug-Oct.	
Progress Reports	Most recent 2 progress reports are present in the folder and signed by the parent.	<input type="checkbox"/> In Compliance <input checked="" type="checkbox"/> Not In Compliance <input type="checkbox"/> Not Available/Missing <input type="checkbox"/> Other	No Q2 present in file.	



Related Services File Review Protocol		Yes	No	N/A
Student File Review Protocol				
1.	The parents were invited to the Individualized Education Program (IEP) meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	If neither parent was able to attend the IEP team meeting, there is documentation of attempts to ensure parental participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The appropriate team members were present at the IEP team meeting (signature provided at IEP Team meeting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The IEP for a school-age student includes a statement of present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general education curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The IEP includes measurable, standards-based annual goals, including academic and functional goals. Benchmarks or short-term objectives should be included for students who take alternate assessments aligned to alternate achievement standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The IEP contains related services which are reasonably calculated to enable the student to advance appropriately toward attaining annual goals; to be involved in and make progress in the general education curriculum in accordance with the student's present levels of academic achievement and functional performance; to participate in extracurricular and other academic activities; and to be educated and participate with other children with disabilities and nondisabled children in academic and non-academic school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The IEP contains an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and the LEA ensured that to the maximum extent possible the student was educated with nondisabled students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The IEP contains descriptions of how progress toward annual goals will be measured, including how often parents will be regularly informed of their child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Related services are being provided to the student in the types and frequency specified in the student's IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Related Services Staff Interview Questions	
Questions include but are not limited to the following:	
1.	Describe, in general, how your school determines that a student requires related services in order to provide a particular student with a free, appropriate public education. What factors are considered?
2.	Describe, in general, how related services are provided to students at your school, including identifying the personnel who provide such services, how related services are scheduled into the academic day, and how the school provides services in cases of provider unavailability.
3.	Were any of the identified related service providers unavailable for all or part of the year? Describe the steps, if any, taken to address this unavailability.
4	Describe the process by which school staff secures related service providers upon the enrollment of new students with specific related service needs. How long does this process take?
5.	Describe the information available to IEP Teams related to the impact of related services on an individual student's functional performance and academic achievement.
6.	Describe any steps taken at your school to minimize the impact of students' removal from general educational activities for the receipt of related services on the students' academic achievement.



Child Find File Review Monitoring Protocol		Yes	No	N/A
Student File Review Protocols				
1.	The School Building Level Committee ("SBLC") that discussed the student's academic needs was comprised of at least a classroom teacher, the teacher who referred the student to the SBLC, and the principal of the school or a designee of the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	If the School Building Level Committee referred the student for an initial evaluation, parental consent for an initial evaluation was obtained within a reasonable time following the SBLC's decision to refer the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Sufficient screening, including – if appropriate – participation in the Response to Intervention process, was conducted to identify the student as suspected of having a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	If the student's parent has requested an initial evaluation, the LEA either (1) requested parental consent to conduct the evaluation or (2) notified the parent in writing that the evaluation would not be conducted and the reasons that the LEA believed that an evaluation of the student was unnecessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	If student participated in the RTI process, the school collected sufficient data to determine the effectiveness of the interventions provided to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	If student did not maintain expected progress while participating in the Response to Intervention process, the student was referred to the SBLC for consideration of an initial evaluation within a reasonable amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Parental notice was provided describing any evaluation procedures that the agency proposed to conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Parental consent was obtained to conduct an initial evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	A variety of assessment tools and strategies (not the use of a single measure or assessment as the sole criterion) were used to gather relevant functional, developmental and academic information about the child, including information provided by the parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Existing data (ex: evaluation data and info provided by parent; current classroom based, local or state assessment data; classroom observations and related service provider observations) was reviewed to determine continued eligibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	A variety of sources (ex: teacher data, parent data, and related services data) were used to determine student eligibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	For students who are eligible under Section 504 of the Rehabilitation Act, the student's educational records indicate that the student does not require specially designed instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Find Staff Interview Questions

Questions include but are not limited to the following:

1.	Describe the processes for conducting SBLC meetings, including the frequency of such meetings, the composition of the SBLC, the types of data considered by the SBLC, and the outcomes of the SBLC, in its normal course of business.
2.	Describe the process by which students at your school are referred to the SBLC. When was the last time a student at your school was referred to the SBLC?
3.	Describe the structure of the RTI process at your school, including the role of SBLC members, regular education teachers, special education staff, and school administrators in the RTI process.
4.	Describe the implementation of the RTI process at your school, including how academic and behavioral interventions are planned, implemented, and assessed for effectiveness. How often is a student's progress in RTI reviewed?
5.	Describe how special education evaluations are initiated at your school, including the process by which school staff refer students for an initial evaluation.
6.	Describe the process by which school staff respond to parental requests for an initial evaluation. Is this process the same if the student is in the RTI process?
7.	Describe, in general, how special education evaluations are conducted at your school, including the personnel responsible for conducting such evaluations.
8.	Describe how determinations are made concerning whether a student should be considered for eligibility under the IDEA or Section 504 of the Rehabilitation Act at your school.
9.	Describe, in general, the process by which the school completes initial evaluations for those students no longer enrolled in the school.



Discipline Student File Review Monitoring Protocol		Yes	No	N/A
Student File Review Protocols				
1.	The Individualized Education Program (IEP) team considered, in the case of a student whose behavior impedes his/her learning, the use of positive behavioral interventions, supports, and/or other strategies to address the behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Within ten (10) days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA conducted a manifestation determination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The LEA notified the parent on the same day as the date of the removal decision of any removal that constituted a change of placement and provided the parent with a copy of the notice of the procedural safeguards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The IEP team considered relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent, to determine whether the behavior was a manifestation of the student's disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	If the IEP team determined that the behavior was not a manifestation of the student's disability and the suspension/expulsion was applied, the student continued to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	If the IEP team determined that the behavior was a manifestation of the student's disability, the student was returned to the current placement, unless the parent and the LEA agree to a change in placement as part of the behavioral intervention plan ("BIP") or unless the behavior is related to weapons, drugs, or serious bodily injury.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	If the student did not have a functional behavioral assessment ("FBA") developed and a BIP implemented prior to the removal, and the behavior was determined by the IEP team to be a manifestation of the disability, the IEP team completed the FBA and developed a BIP as soon as practicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	If the student had a BIP, the IEP team reviewed the plan as part of the manifestation determination process and revised it as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Discipline Staff Interview Questions	
Questions include but are not limited to the following:	
1.	Describe any school-wide behavior management programs in place at your school. Does this program differ for students with disabilities? Is the program based upon the use of positive behavioral interventions and supports?
2.	Describe the system that your school uses to record and maintain disciplinary data. Does the system record out-of-school suspensions? In-school suspensions? Time spent in the “behavior room,” “cool-down room,” or “time-out center”?
3.	Do school staff contact parents or family members and request that they pick up their students early from school for disciplinary purposes? How frequently does this occur? How are these removals recorded?
4.	Describe the procedures that your school implements when recommending a student for suspension or expulsion, including how notice is provided to parents and any procedures available to parents who want to contest the proposed disciplinary actions.
5.	Describe the procedures in place at your school to ensure that the procedural safeguards identified in the IDEA are provided to students with disabilities who are subject to over ten (10) days of disciplinary removal during a school year.
6.	Describe the processes for conducting Manifestation Determination Reviews (MDRs), including the frequency of such meetings, the composition of the participating staff, the types of information considered, and the outcomes.
7.	Describe how your school conducts FBAs and creates BIPs for students, including the circumstances under which an FBA is initiated, the extent to which parents are included in the FBA process, and how BIPs are shared with relevant school staff.
8.	Describe, in general, how your school measures and documents the effectiveness of BIPs and how that information is shared with parents and IEP Team.

ORLEANS PARISH SCHOOL BOARD

(504) 304-3520 • OPSB.us • 3520 General DeGaulle Drive • Suite 5055 • New Orleans, Louisiana 70114



October 5, 2018

Mr. Daryl Evans, Board President
Mrs. Tia Robertson, Principal
James M. Singleton Charter School
2220 Oretha C. Haley Blvd.
New Orleans, Louisiana 70133

Re: Notice of Non-Compliance, Level 2

Dear Mr. Evans:

I am writing to inform you that James Singleton Charter School is receiving this Notice of Non-Compliance, Level 2 because the school was found to be non-compliant with its legal obligations regarding supporting students with disabilities as identified in the Charter Operating Agreement.

The Office of Equity and Accountability received an Exceptional Children's complaint filed against the school concerning the provision of educational and related services.

Based upon our review, we have determined James Singleton Charter School did not provide a free appropriate public education (FAPE), including not providing appropriate services under an IEP, both a violation of federal and state law. When a student has not been provided FAPE, they are entitled to compensatory services.

To address this non-compliance concern James Singleton Charter School will need to successfully complete the following:

1. The school shall convene an IEP Team meeting no later than November 9, 2018, inclusive of all required team members, to determine appropriate compensatory services.
2. The school shall submit a summary of the IEP Team meeting to OPSB no later than November 13, 2018, including the school's plan for providing appropriate compensatory services.
3. The written plan to deliver such services for each area of need shall detail allocated time, location, service providers, and any other relevant information pertaining to such services.
4. Submit to OPSB no later than November 16, 2018 a copy of the compensatory services letter signed by the parent documenting notification of services and whether or not the parent has accepted the offer of services.
5. Note that all compensatory services are at Singleton Charter's sole expense.

We look forward to your compliance by the determine timelines outlined in this correspondence. Failure to respond to these remedies may result in escalated consequences, including, but not limited to, additional intervention, reduction in charter term upon renewal, or revocation of your charter contract with OPSB. Please contact Gayla Mair at gmair@opsb.us with any questions that you may have regarding this letter.

Yours in Education,

A handwritten signature in blue ink that appears to read "Kelli R. Peterson".

Kelli R. Peterson, Ed.D.
Executive Director of Equity & Accountability

Cc: Dr. Henderson Lewis Jr., Superintendent